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ABSTRACT

Designed as a framework upon which secondary school curriculum can be developed, this Arkansas state curriculum guide provides specific guidelines for middle school/junior high school art programs and for a basic high school art course. Specific student learning objectives are presented in three instructional tracks that include: (1) basic skills that all students must master; (2) developmental skills that are taught to but not necessarily mastered by all students; and (3) extension skills that stress higher order thinking, processing, and problem solving. Suggested course content for the middle school/junior high school curriculum includes elements and principles of design, two-dimensional art, three-dimensional art, art appreciation, audiovisual media, crafts, and art careers. The basic high school art course emphasizes the areas of vocabulary, design and composition, art history, drawing, painting, three-dimensional art, crafts, printmaking, graphic design, creative thinking, critical analysis, art careers, and audiovisual media. (JHP)

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SECONDARY ART

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SO 019 188

Arkansas Public School Course Content Guide

INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Developmental skills are those skills beyond the basic level that should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one grade level become basic skills at a later grade or in a more advanced course.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance testing program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, language arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

Middle School

The middle school/junior high art program should be concerned with the special nature and unique needs of the young adolescent. Concepts presented should be broad in nature, and experiences should be varied and challenging.

An instructor using the following content guidelines for a nine-week Basic art class should feel free to draw concepts from those listed in the semester or extension areas providing the basics have been addressed. Likewise, an instructor who is teaching the Developmental or Extension level course may use suggestions listed in the other areas when he or she feels that he or she has adequately covered the concepts listed for his or her particular situation.

The following symbols are used in this section of the content guidelines:

(+) = Emphasize
(*) = Learnings that have been introduced at the elementary school level and are being reinforced at this level.

Art

MIDDLE SCHOOL

Basic	Developmental	Extension
Demonstrate knowledge of vocabulary appropriate to areas and processes studied	Demonstrate terminology appropriate to areas and processes studied	Incorporate correct usage of vocabulary in written work and class discussion. Understand and explain clearly processes used in art.

ELEMENTS AND PRINCIPLES OF DESIGN

Identify and review elements of art (i.e., line, shape, form, space, color, value, texture) Identify and review principles of design (i.e., rhythm, balance, movement, unity, harmony, emphasis, contrast, pattern)	Incorporate the elements of art and principles of design in art work (i.e., outdoor sketching – line, shape, texture, value; painting – color, value, form, space; batik – color, line, shape, texture; mobiles – line, shape, form, color, space)	Critique works of art to discover elements and principles of design used in the works (i.e., local architecture, billboards, work in art museums, etc.)
Develop awareness of the properties of art elements (i.e., color, hue, value and intensity)	Solve problem exercises using elements and principles of design.	Evaluate personal work in terms of the use of elements and principles of art.

Basic	Developmental	Extension

TWO-DIMENSIONAL ART

I. DRAWING

*Explore a variety of media and techniques in drawing (i.e., charcoal, pencil, ink).

Contour, figure, blending, shading, stipple, cross-hatching, scratch)

Demonstrate the ability to produce drawings using a variety of techniques and different media (i.e., contour, shaded, charcoal, pencil, ink).

Distinguish between drawings done in different media and be able to discuss the techniques used in these drawings.

Demonstrate more extensive drawing materials (i.e., conte, ebony pencils, silver point, pastels).

Demonstrate awareness of the use of perspective in drawing.

Compose a picture using one- or two-point perspective to create depth in a composition.

Experiment with perspective drawing in a variety of media using the art elements and principles.

Produce figure drawings emphasizing proportion.

Produce a portrait drawing emphasizing placement of features and symmetry.

Explore creative styles of figure and portrait drawings.

II. PRINTING

Recognize that printing can be accomplished in a number of ways.

Experiment with various types of printing (i.e., monoprint, linoleum cut, wood cut).

Explore a variety of printing techniques and produce finished prints (i.e., woodcuts, silkscreen, stenciling, creative techniques, etc.).

Demonstrate the ability to produce a print (i.e., monoprints, gadgets, string, styrofoam – meat tray, egg carton, etc.).

Distinguish between types of prints. Explore photography techniques and composition.

Basic	Developmental	Extension
III. PAINTING Experiment with color mixing to produce tints, shades and intensity changes.	Demonstrate the ability to produce a painting with value and intensity changes.	Explore various painting media to produce compositions having value and intensity changes.
*Explore the use of paint to produce a finished composition.	Create compositions using a water soluble medium with the result of clear, transparent color.	Recognize styles of painting through the study of art history (i.e., impressionism, cubism, expressionism, etc.).
	Create compositions using an opaque medium.	Compose and execute paintings in styles studied.
	Demonstrate the ability to produce paintings using the elements and principles of design.	Develop appreciation of individual creative styles.
Distinguish between types of subject matter in painting (i.e., landscape, still life, seascape, portrait, etc.).	Demonstrate the ability to use the elements and principles of design creatively in a painting.	
IV. GENERAL *Experiment with combinations of media on a flat surface (i.e., resists).	Plan and execute a successful composition by arranging separate items pleasingly on a flat surface (i.e., collage, paper mosaic).	Experiment with compositions of mixed media using design elements in problem solving situations.
Recognize the importance of lettering and design in advertising.	Demonstrate ability to letter in different styles (i.e., block, Roman, Gothic, free-style, etc.).	Explore creative lettering to produce an art work (i.e., posters, banners, illustrate a poem, etc.).

Basic	Developmental	Extension

THREE-DIMENSIONAL ART

I. GENERAL *Distinguish between two- and three-dimensional art	Apply the elements and principles of design to three-dimensional art work	Apply special relationships in three-dimensional art
II. SCULPTURE Differentiate between additive and subtractive sculpture methods	Create a sculpture in the additive or subtractive method	Compare and discuss the appropriateness of materials used in various sculpture methods
Recognize and identify sculpture as relief or in-the-round	Experiment with sculpture techniques and media	Research past and present sculptors and the techniques employed by these artists. Plan and create a sculpture for home, school or community display
III. MOBILES *Recognize or identify a mobile	Experiment with various materials to produce a mobile	Demonstrate an understanding of the effect of light and space as part of the design in the construction of a mobile
IV. ARCHITECTURE Discuss the importance of architecture in relation to daily life	Recognize and compare the various architectural styles and periods	

Basic	Developmental	Extension

ART APPRECIATION

I. ART FROM OTHER LANDS
Explore art from other cultures (i.e. African (+), Egyptian, Mexican, Japanese, etc.)

Produce objects of art from one or two of the cultures studied (i.e. African mask, Egyptian relief or drawing, Mexican mural, Japanese origami, woodcarving, etc.)

Produce art objects from other cultures. Study the art and customs of the people.

Judge the art to determine techniques and elements of art and design principles used.

II. AMERICAN ART (+)
Explore art produced by American artists both past and present (i.e., visits by local artists, field trips). Study: Grandma Moses, Remington, Indian art, primitive art.

Produce art objects using techniques used by American artists (i.e., sandpainting (Indian), mobiles (Calder), painting (Wyeth)

Analyze different art styles and critique artists' work discovering the design elements and principles used.

Recognize major artists and their work.

III. WORKS OF THE MASTERS
Identify three major artists and be exposed to their work (i.e. Picasso, Leonardo, Henry Moore, Monet, Pollack, etc.)

Produce work done in the style of one of the great masters (i.e., impressionism, expressionism, cubism, abstract, nonobjective, etc.)

Identify a major artist and his style and analyze his work looking for the elements of art and the principles of design.

IV. INDIVIDUAL EXPRESSION
Develop appreciation of one's own work and the work of others.

Exhibit growth in personal art work through originality in self-expression (i.e., fantasy art)

Recognize the rights and needs of self and others in art expression.

Develop tolerance for differing views as expressed in art work.

Basic	Developmental	Extension
AUDIO/VISUAL MEDIA		
Discuss the importance of audiovisual materials in our daily lives (i.e., television, films, computers, etc.)	Recognize that audiovisual materials represent avenues of art expression.	Explore the use of various types of audiovisual materials and equipment (i.e., video equipment, computers, etc.). Experiment with various audiovisual equipment as a means of art expression (i.e., computer graphics, videotape a drama, creative slides, etc.)
CRAFTS		
*Identify and distinguish between types of crafts.	Explore two areas of crafts (i.e., cardboard weaving, pottery, batik, tie dye, macrame, basketry, etc.).	Research the history of a craft area.
	Demonstrate the ability to produce a crafts project using the elements and principles of design.	Demonstrate the ability to use the elements and principles of design creatively in a craft project. Combine two areas of crafts into one finished product (i.e., stitchery/batik, weaving/pottery, macrame/pottery, etc.)
CAREERS		
*Recognize a variety of art careers (i.e., commercial artist, craftsmen, architect, teacher).	Compare and contrast the requirements, benefits and opportunities of various art and art-related careers (i.e., interior designer, museum curator, display artist, florist, layout designer).	Research selected art careers. Interview professional artists. Visit local art studios or art related businesses. Have artists visit class.

General Art I

This basic introductory course gives the student a broad scope of the visual art, the cultural heritage of art, careers and vocation. As in all areas of the visual arts emphasis is on:

basic elements and principals of design
development of technical skills in a variety of media
two- and three-dimensional art
vocabulary
self-expression
aesthetic judgments
creative problem solving

PHILOSOPHY OF SECONDARY ART

Because basic vocabulary and skills are being introduced at the elementary and pre-secondary levels, the primary goal of secondary art is to emphasize aesthetic quality (good taste); and new learnings involving development in those skills, as well as new vocabulary and skills. Since textbooks are not generally used, we feel some descriptives were necessary for unifying and clarification.

NOTE: Items with a star (*) represent learnings that are to be reviewed or reinforced.

Basic	Developmental	Extension

VOCABULARY

Demonstrate knowledge of vocabulary appropriate to areas and processes studied.	Demonstrate terminology appropriate to areas and processes studied.	Incorporate correct terminology in written work and class discussion. Understand and explain clearly processes used in art.

DESIGN/COMPOSITION

The student will be able to use the basic elements and principles of art in the areas of perceiving, performing, appreciating and criticizing works of art. Beyond personal interpretation, basic design elements exist that are common to all art.

*Name and review elements of design as shape/form, space, value, texture, color, line.	Identify elements of design in works of art.	Analyze a famous painting using the terminology of the basic elements.
*List and review the seven principles: contrast, balance, harmony/unity, emphasis, rhythm, pattern and movement.	Identify principles of design in works of art.	Analyze a famous painting using the terminology of the seven principles of art.
Discuss that some or all of the design elements and principles overlap and blend in their use in the composition of an art work. For instance, line and space extend into all areas.	Realize that the act of designing is arranging parts in a composition to create a single effect.	Use correct terminology to explain the arrangement of a composition.

Basic	Developmental	Extension

ART HISTORY

Art history should include but is not limited to periods, appreciation, critical judgment of Europe from the Middle Ages to mid-1900.

Discuss works of visual art from history (drawing, painting, sculpture, architecture)	Take one of the periods of art, example – Renaissance, and write a comparison of the drawing/painting, sculpture and architecture.	Fine arts include four visual arts and music, drama and literature/poetry. Students will listen to an impressionistic music composition and compare it to a visual art form.
Recognize works of art according to the period of European emphasis (Middle Ages, Renaissance, Baroque, Romantic, Impressionistic, Post-impressionistic, Expressionistic, Cubism, Surrealism)	Since art is in a constant state of change students should be able to explain how the work was significant as to new trends, style, direction or visual developments.	Apply ideas, styles or visual developments to student work (i.e., original work in the cubist style)
Recognize the difference in representational/realistic and abstract or nonobjective art.	Discuss representational and an abstract or nonobjective work (i.e., objectively)	Express subjectively about the two works.

DRAWING

The emphasis is upon drawing to reflect visual perception and to develop ideas graphically while improving skills in a variety of drawing media.

Basic	Developmental	Extension
Recognize the elements of design used in drawing: *line – point and line create value and texture; space – illusion of depth on 2-D surface and perceiving three planes (foreground, middle and background) one and two-point perceptive; shape/forms – creates contours.	Make a contour drawing of a still-life arrangement.	Select a method of using pastels in combinations with other media that emphasize texture.
Demonstrate a line to: *interpret movement (gesture), *draw/shade five basic forms (cylinder, sphere, cube, cone, pyramid) and perceive them in nature, *draw from life (figures, landscapes, animals, still-life) with emphasis on proportion and composition.	Show movement through a gesture drawing.	Draw from life a landscape emphasizing proportion and composition using white chalk, pencil and charcoal.
Recognize the difference in sketching (planning tool) and drawing of completed art work.	Make three-dimensional sketches that will later be used as a finished product.	Analyze and study the drawing of a famous artist.
Experience and recognize that there are both wet and dry drawing processes.	Make a composition using a wet drawing process and one using a dry drawing process.	Experiment with media emphasizing the textural and luminous color effects of the medium.

PAINTING

Painting should include experiences in basic painting with a variety of approaches emphasizing elements which provide an aesthetic foundation.

Basic	Developmental	Extension
Identify and use transparent and opaque techniques in two media. *secondary and tertiary colors from primaries. *complements in an intensity scale. *values – using white and black (tints and shades)	Use complements and tones to produce and intensify scale. (practice)	Make a painting that includes both transparent and opaque techniques using mixed media.
Realize that painting is often an extension of drawing.	Paint a picture from a sketch.	Write a paper on how Michangelo used his sketches to form final drawings.
Respond to the emotional aspect of colors (warm/cool) and how it affects distance (advance/recede).	Paint a picture in warm or cool colors.	Find a famous work of art which uses cool colors.
Identify landscapes, seascapes, still-life, portrait or figures in representational work.	Select either a landscape, seascape, still-life, portrait or figure to paint.	Express personal feelings through a landscape painting.
Identify abstract and nonobjective painting.	Choose to paint an abstract or nonobjective painting.	Paint one abstract and one nonobjective painting.

THREE DIMENSIONAL ART

An art form involving height, width and depth in work such as, but not limited to, sculpture with emphasis on additive and subtractive methods.

Name the processes (additive and subtractive) and types of three-dimensional art (high and low relief, in the round, and kinetic).	Select a process and create a three-dimensional project.	Create a three-dimensional project expressing personal feeling.

Basic	Developmental	Extension
Identify the various media commonly used in three-dimensional art.	Identify various media used in various three-dimensional art.	Explain procedures used in various media of three-dimensional art.

CRAFTS

Crafts are functional/useful or decorative objects (ceramics, textiles, metals or others) with emphasis on sould artistic principles and quality workmanship.

Recognize good craftsmanship (workmanship) through the use of materials, tools, processes and design.	Learn how to use materials, tools, processes and design in at least one craft media (i.e., pottery, kites, weaving, macrame).	Approach skilled craftsmanship in a particular craft (i.e., being able to work with clay in the three-hand building process, pinch, coil, slab and on the wheel).
Identify the difference between kit or pattern and original craft work.	Create an original craft work in a particular craft media (i.e., clay, textiles).	Complete a project involving more than one process (i.e., weaving material for a bag or scarf).

PRINTMAKING

Printmaking is the art of creating multiple images.

Name four basic processes: serigraphy, planography, intaglio and relief.	Create several prints using one color. Explain the four basic processes.	Use more than one color in making prints. Write a paper comparing uses of one of the processes past and present.

Basic	Developmental	Extension
Demonstrate awareness of the role of design elements and principles in the art of printmaking.	Create a print concentrating on one or more of the elements and principles.	Critique a print in terms of the elements and principles used.

GRAPHIC DESIGN

Graphic design is any form of visual artistic representation which uses painting, drawing, photography, lithography, etc., as an image for promoting a product or message.

Identify two stages of planning (lay-out) and production (finished product).	Recognize good graphic design by comparing two similar layouts of an ad.	Draw an original layout for a product.
Define the principles used in graphic design.	Create a project using one or more design principles.	Create a comparative file on professional graphic designs.

CREATIVE THINKING

Solve problems in a creative manner (original work).	When given a list of specifications, students will be able to communicate ideas through the visual arts and tell how it is meaningful.	Discuss the Middle Ages concept of symbolism and create an original work with symbols meaningful to the individual.
Communicate ideas (self-expression) through student visual art work.	Verbalize the ideas (expression) used in a student's visual art work.	Analyze subjectivity (meaning and feeling) and objectivity (design – form, style).

Basic	Developmental	Extension

CRITIQUE (CRITICAL ANALYSIS)

In order to foster artistic growth, students will utilize objective and subjective criteria for aesthetic judgment in their work and work of others.

*Identify the elements and principles of design and media used in works of art.	Compare how different artists use the elements and principles of design and media in their work.	Produce an analytical project on a work of art.
*Identify that a work of art may create feelings of pleasure or displeasure and that a work of art is a personal statement.	Students should identify objectively qualities in a work they dislike.	Analyze why certain people like or dislike a certain work of art.
*Critique a work of art (own or other's).	Critique a famous work of art.	Write a critical analysis of the works of a famous artist.

CAREERS IN ART

Those vocational-related areas pertaining to the visual arts.

Identify art-related career opportunities such as commercial photography, architecture, fine arts, crafts, fashion design, layout artist, illustrator, cartoonist, art teacher.	Analyze the work done in five related careers.	Visit and interview a career artist.

Basic	Developmental	Extension
Demonstrate awareness of the educational requirements and job descriptions in art-related careers	Compare the educational requirements for an architect and a commercial artist	Design a logo for a company or a product; then using graphic skills, create a piece of visual advertisement which could be used to sell the selected item.

AUDIOVISUAL MEDIA

Demonstrate awareness of the importance of audiovisuals in daily life, (i.e., computers, films, television).	Recognize that audiovisual materials and equipment offer an avenue of expression for the artist, (i.e., films, television, computers, videotape, overhead projector).	Demonstrate involvement with and use of audiovisual equipment in preparation of an individual or group project. Ex. Prepare and videotape a drama, animation, computer graphics, film-making.